Mongolia: Higher Education Reform Project

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Higher Education Reform Project</th>
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</thead>
<tbody>
<tr>
<td>Project Number</td>
<td>43007-023</td>
</tr>
<tr>
<td>Country</td>
<td>Mongolia</td>
</tr>
<tr>
<td>Project Status</td>
<td>Active</td>
</tr>
<tr>
<td>Project Type / Modality of Assistance</td>
<td>Loan</td>
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</table>

**Source of Funding / Amount**

- Loan 2766-MON: Higher Education Reform Project
- concessional ordinary capital resources lending / Asian Development Fund
  - US$ 20.00 million

**Strategic Agendas**

- Inclusive economic growth

**Drivers of Change**

- Governance and capacity development

**Sector / Subsector**

- Education - Tertiary

**Gender Equity and Mainstreaming**

- Gender equity

**Description**

The project will institute needed reforms in higher education (HE) to improve the quality and relevance of HE programs; governance, management, and financing of HE institutions (HEIs) and the entire subsector; and promote equitable access to HE. Project interventions include institutional capacity building, human resources development, provision of learning and research facilities, equipment and materials, consultant services, minor civil works, support for public-private partnerships (PPP), and improvement of the HE policy environment.

**Project Rationale and Linkage to Country/Regional Strategy**

Rapid economic expansion has led to increased demand and supply for HE in Mongolia. The government has emphasized the value of HE as a principal investment option for the country's long-term economic competitiveness. Gross enrollment ratio for HE rose from 27% in 2000 to 47% in 2007, buttressed by the entry of private institutions offering HE in the 1990s. Over 100 HEIs are now in operation but only around 40% of graduates are employed. Persistent rural-urban inequalities also undermine Mongolia's competitiveness in HE. Poverty serves to destabilize children's school performance in rural areas and even if poor households manage to send their children to HEIs in urban areas, there is no guarantee of employability after the graduation. The government's vision is of an effective HE system that can help accelerate sustainable economic development, improve people's livelihood, ensure social equality, and reduce poverty. However, the system is currently constrained by (i) low quality and relevance, (ii) weak governance and management, (iii) inadequate financing, and (iv) limited opportunities in the HE subsector particularly for the poor and those in rural areas.

**Impact**

The project impact will be an increased number of Mongolia's globally competitive higher education graduates responsive to labor market demands.

**Project Outcome Description of Outcome**

The outcome will be an improved, well-managed, and equitable higher education system. The project primarily involves capacity building of the entire subsector to improve its performance.

**Progress Toward Outcome**

- The project has supported capacity building of 12,964 (8,259 or 63.71% are female) administrators, managers, higher education specialists, experts, teachers, and faculty members MECSS, NCEA and selected HEIs in topics such as governance, management, finance and accounting, learning and teaching, faculty development, accreditation, research policy, National Qualification Framework & credit system, partnership, higher education responsiveness to labor market, and gender equality in higher education, research methodology, open and distance education, higher education management information system and CDIO standards' implementation, which supports higher education reform.
- 319 (171 or 53.61% are female) policy makers, administrators and teachers participated in the 41 overseas training, workshops and study tours in areas such as accreditation, governance, management and financing of HEIs, methodology of CDIO standard and gender equality.
- At the request of some HEIs, HERP consultants along with the CDIO master trainers organized 41 trainings on CDIO for over 2,291 managers, teachers and staff from 6 private, 10 state UB HEIs and 13 rural HEIs.
- The five distance education centers have been established in rural areas and Ulaanbaatar city by the support of the project to improve access and quality of higher education for rural students and faculty.

**Implementation Progress**

**Description of Project Outputs**

- Quality and relevance of higher education programs improved
- Effectiveness of HEIs' management and financing improved
- Access to higher education improved.
The project has significantly contributed to the capacity building of the higher education institutes (HEI). About 405 (253 or 62.4% were female) administrators, managers, faculty members attended seven trainings on the topics related to governance, financing and management of higher education organized under the project. 142 (89 or 62.7% was female) administrators, managers and faculty members from the MECSS and HEIs participated in overseas trainings and study tours on topics related to higher education governance, management and financing. 237 senior management staff including presidents of public and private HEIs participated in the training on governance and leadership.

* Five distance education centers have been established with programs for outreach to at least 2,000 teachers and students of HEIs (50% of users are female). The furniture, tele-conferencing and remote monitoring tools and software were supplied to five distance education centers at MSUE, Arkhangai branch school of MSUE, Khovd University, Dornod University, Zavkhan branch school of NUM during 2015 and 2016. The individual consultants were recruited to assist in development of e-Learning Platform, implementation of e-Learning at the distance education centers, and coordination of the planned trainings by the five distance education centers.
* The project supported the MECSS in developing the Higher Education Management Information System (HEMIS) through recruiting a team of consultants. The MECSS accepted the developed HEMIS system in August 2018. An end-users training on implementation of main modules of the HEMIS for over 200 specialists of all state and private universities was conducted on 10-11 December 2018.
* 13 partnership grants were awarded to 104 researchers from 6 HEIs with aim to promote the industry and university partnership. MUST and MNUE implemented joint research and training programs with MIT, USA and University of Oulu, Finland in 2015-2018. MUST started collaboration with University of British Columbia, Canada to implement integrated interdisciplinary mineral resource education in Mongolia from June 2018.
* The project also supported improving the higher education accreditation system. The regulatory framework for the National Center for Education Accreditation Agency were aligned with the international standards; organizational structure and working committees are renewed; the experts were trained; and support were provided for the international and national accreditation of the programs. The project supported international accreditation of 20 programs. The revised Charter of Education Accreditation Body was approved by the Government resolution of 5 September 2018. It enables the NCEA to register and authorize foreign and national accreditation institutes and evaluate their activities. The NCEA is currently undergoing an external evaluation process by the Asian Pacific Quality Assurance Network (APQN). 3 international experts worked in the MNCEA for an external auditing on 2-4 June 2019.
* The methodology for Labor market study, Employer satisfaction survey and Graduates tracer studies were developed by the project for the HEIs.
* The project supported the Education Evaluation Center (EEC) to conduct assessment of various programs offered by the HEIs in May 2019.
* To strengthen research capacity of HEIs, 60 research grants were awarded to 312 teachers and students from 12 HEIs in 2016 and which were successfully completed in 2018. In total 18 institutional development grants were awarded to 130 researchers from 6 public HEIs and 2 private HEIs in 2015. Currently 7 research and 4 institutional development grants are being implemented.
* The CDIO standards and methodology were introduced and applied in telecommunication, textile and industrial automation technology programs of MUST in 2016-2018. Additional furniture, equipment and tools for CDIO workshops were supplied in 2018. Under the program, a total of 160 faculty members of MUST, NUM, MULS became direct beneficiaries from joint training seminars organized in cooperation with Singapore Polytechnic, and around 2291 teachers of 96 public and private HEIs were trained on CDIO standards and methodologies. 120 (68 or 56.6% are female) faculty members, consultants and MECCS officials participated in twelve (12) overseas CDIO events, including regional meetings. Eight CDIO workshops were established at the participating HEIs.
* The second stage of CDIO initiative - Advancing CDIO started in April 2018. Six universities expressed their interest to be part of the program: MUST, NUM, MULS, MNUE, MNUAC and MNDU. In 2018, the first four components of the Advancing CDIO program were successfully implemented and through 8 workshops a total of 260 (149 or 57.31% are female) educators and administrators were successfully trained. The procurement of equipment and furniture for 6 participating Universities’ education centers are being conducted.
* The project also supports improving the physical learning and teaching environment at HEIs. The office furniture was supplied to 7 rural HEIs in 2014. The minor renovation was completed at 8 HEIs in 2013-2014. The laboratory equipment and tools were supplied to about 20 HEIs since the project commencement.

**Safeguard Categories**

| Environment | C |
| Involuntary Resettlement | C |
| Indigenous Peoples | C |

**Summary of Environmental and Social Aspects**

**Environmental Aspects**

The simplified environmental management plan, prepared during the project design phase, to ensure full mitigation of any environmental impacts of limited civil works, have been followed for the minor civil works such as rehabilitation of existing facilities.

**Involuntary Resettlement**

No impact on environment and resettlement is anticipated. Neither acquisition of land nor relocation of people is planned.

**Indigenous Peoples**

No negative impacts on indigenous peoples are expected. Targeting approaches under the project will be applied nationwide and benefit indigenous peoples.

**Stakeholder Communication, Participation, and Consultation**

**During Project Design**

All the relevant stakeholders have been consulted during the project processing, and their views and recommendations have been incorporated in the project design.

**During Project Implementation**

The MECSS and PIU conduct consultation meetings and workshops with various stakeholders including the higher education institutes, other higher education sector projects in order to coordinate activities and exchange experiences. The PIU prepares and circulates a weekly briefing on project implementation for the MECCS. The PIU shares the project updates through the social media and it has its own website which is www.herp.mn.

**Geographical Location**

Nation-wide

**Status of Implementation Progress (Outputs, Activities, and Issues)**

**Responsible ADB Officer**

Itgel Lonjid

**Responsible ADB Department**

East Asia Department

**Responsible ADB Division**

Mongolia Resident Mission

**Executing Agencies**

Ministry of Education, Culture, Science & Sports

JMYAGMAR@MECS.GOV.MN

Government Building-III, Suite # 514, Baga toiruu-44, Sukhbaatar district

Ulaanbaatar, Mongolia

**Timetable**

| Concept Clearance | 10 Aug 2010 |
| Fact Finding | 30 Aug 2010 to 14 Sep 2010 |
| MRM | - |
| Approval | 28 Jul 2011 |
| Last Review Mission | - |
| Last PDS Update | 27 Sep 2019 |
## Loan 2766-MON

### Milestones

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<td>30 Jun 2020</td>
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### Financing Plan

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### Loan Utilization

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### Project Page

https://www.adb.org/projects/43007-023/main

### Request for Information

http://www.adb.org/forms/request-information-form?subject=43007-023

### Date Generated

06 November 2019

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